

My Work Values

Theme and Level

Theme: Know Myself

Level: Looking Deeper

At a Glance

Students gain perspectives on their work values and occupations that use these by playing a game and using the Work Importance Locator.

Time: 50-75 minutes.

Essential Questions

- What are my work values?
- What occupations use these values?

Preparation

- Secure computer lab with overhead projector and CIS access
- Make copies of the *My Work Values Worksheet*, one per student
- Make copies of the *Work Importance Locator Cards*, one set per each two students

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their values as they relate to work and occupations that use these values.
2. Ask students to stand. Tell them that you are going to play a game where they must make a choice between two work values.
3. Show PPT Slides 2-4. Instruct students to choose one of these work values and go to the value's associated corner in the room, as indicated on the slide. After students migrate to their corners, have them discuss why they selected their choice, then show each of the next two slides and repeat this process.
4. Show PPT Slide 5. Explain that the Work Importance Locator assessment uses the same work values that the activity just used with some additional work values. To familiarize them with all of the values, they will now sort the work values cards. Divide the class into pairs and distribute the cards to these pairs of students. Instruct students to take turns sorting the cards and discussing their work values preferences.
5. Show PPT Slide 6. Show the Work Importance Locator sorting page in CIS. Demonstrate how to place the cards electronically. Distribute the *My Work Values Worksheet* and review the instructions. Instruct students to log into their CIS portfolios then use the Work Importance Locator, saving their results and their reflections.
6. Show PPT Slide 7. Ask students to answer the questions on the slide, repeated on the bottom of the *My Work Values Worksheet*. Next have students post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Lesson could be completed in Spanish to build language skills.
- To shorten the time required, you could skip the card-sorting portion of the activity, as students learn about work values in the cursory activity.
- Students could sort the cards as a homework activity, but you would need to make one deck of cards per student. This would provide an opportunity for parental input.
- Students could discuss work values with a parent/guardian as a lesson precursor.
- Students could make illustrations of their work values to hang in class.

Assessment

Use the *My Work Values Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections describing what they learned in the text boxes within the Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career assessment (Work Importance Locator) you used?** and **What occupations interest you now?**

Materials

Computer lab with an overhead projector and CIS access

Work Importance Locator cards

[My Work Values \(PPTX\)](#)

[My Work Values Scoring Guide \(PDF\)](#)

[My Work Values Scoring Guide \(DOCX\)](#)

[Work Importance Locator Cards \(PDF\)](#)

[Work Importance Locator Cards \(DOCX\)](#)

[My Work Values \(PDF\)](#)

[My Work Values \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Personal-Social, Career Development

Bloom's Taxonomy: Understanding, Applying, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams